



Safeguarding and Child Protection Policy

November 2019

CHILD PROTECTION POLICY

Sheffield Inclusion Centre is committed to safeguarding and promoting the welfare of all its pupils. We believe all staff and visitors have an important and unique role to play in child protection.

We believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.
- Children need to be safe and feel safe in school.

Sheffield Inclusion Centre will fulfil local and national responsibilities as laid out in the following documents: -

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DfE 2019)
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157

Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing plans to meet needs

This policy applies to Sheffield Inclusion Centre's whole workforce.

Sheffield Inclusion Centre identified and fully training safeguarding staff



Safeguarding Policy Front Sheet



Sheffield Inclusion Centre – 2019-2020

We all have a statutory duty to “safeguard and promote the welfare of children” (*Working together to safeguard children, DfE 2018*) up to the age of 18 years.

If you have any concerns about the health and safety of a child or young person at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues such as a child's appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry about reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

However, if you think that a child, a young person or an adult who cares for them has been or might be harmed; please talk to one of the people below immediately.

You can ask any member of staff to find them and ask them to speak to you straight away about a confidential and urgent matter.





Our Designated Safeguarding Lead is:
Name: Trudi Eldridge
 Their office is located next to ... U34
 Their tel. no / mobile no is...07811990293/01142531988 Ex 842

Our Designated Safeguarding Deputy is:
Name: Ash Khan
 Their office is located next to ... U02
 Their tel. no / mobile no is...01142531988 Ex 858

Our Head Teacher is:
Name: Tuesday Rhodes
 Their office is located next to ... U30
 Their tel. no / mobile no is...01142531988 Ex 854

An allegation or disclosure of abuse involving someone working with children or adults in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

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The Safeguarding Children Team in your setting includes:

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Head Teacher: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.
 Name: Tuesday Rhodes Tel no: 01142531988 – ex 854 – U30

Designated safeguarding Lead (DSL): teaching or pastoral staff from senior leadership team, responsible for all safeguarding issues, advising & supporting staff, liaising with the local authority & other agencies.
 Name: Trudi Eldridge Tel no: 01142531988 – Ex 842 -U32

Designated Safeguarding Deputy (DSD): a teacher, support or pastoral worker, in a post which requires assessment of children, deputises for the DSL. Not an administrative or finance worker.
 Name: Ash Khan - Assistant Head Teacher - Ex 858
~~Georgina~~ Austin – Deputy Head Teacher – Ex 861

Special Educational Needs & Disabilities Coordinator (SENDCo): support for pupils with special education needs & disabilities as well as their parents & carers, staff & other agencies working with said pupils
 Name: ~~Safwata~~ Babak Tel no: Ex 846 -

Learning Mentor (or equivalent): develops strategies & support to help pupils achieve their full potential
 Name: Kenny Geelan – Safeguarding Liaison Officer Tel no: Ex 834
 Joanne ~~Quinton~~ – Safeguarding Liaison Officer Tel no: Ex 848

Looked After Children Designated Teacher: promotes the education of 'looked after'/previously 'looked after' children
 Name: Ash Khan – Assistant Head Teacher Tel no: 858

Online-Safety Coordinator: develops & maintains a safe online culture within a setting
 Name: Steve Sell – KS4 Lead Tel no: 801/857

Safeguarding Support – fully trained safeguarding staff who are able to respond to safeguarding concerns if DSL, DSD and Safeguarding Liaison Officers are unavailable.
 Claire Taylor – Primary Lead – Tel no: 870/867
~~Joanne~~ Watkin – KS3 Lead - Tel no: 838
 Steve Sell – KS4 Lead – Tel no: 801/857
 Joanne Sen – Learning Mentor Tel no: 855

Your Safeguarding Children Team also links in with the:

Safeguarding/Child Protection Governor: ensures there are appropriate policies & procedures in place, that they are being implemented & followed, & challenges deficiencies & weaknesses that are identified.
 Name: Amanda Costello Tel no: 01709570246

Chair of Governors/Management Committee: leads on safe recruitment & allegations of abuse against Head Teacher/Principal/Senior Manager & other staff & liaises with Local Authority
 Name: Gail Gibbons Tel no: 0114 2017523

SENDCo Governor: link between the SEND Co-ordinator (SENDCo) and the governing body/management committee
 Name: Amanda Costello Tel no: 01709570246

1. In-school procedures for protecting children

All staff and visitors will:

- Read and be familiar with Part One and Annex A of Keeping Children Safe in Education (DfE Sept 2019)
- Be familiar with the school's child protection policy including issues of confidentiality.
- Be alert to signs and indicators of possible abuse. See Appendix One for current definitions of abuse and examples of harm.
- Record concerns on a, "Cause for Concern" form (see Appendix 4). Staff have blank copies of the, "Cause for Concern" form, which, once completed, must be handed to the Designated Safeguarding Lead / Officer.
- Each school will have up to date and accurate posters displaying the safeguarding leads at that site
- All sites will have an up to date and accurate 'Safeguarding for visitors' and leaflet which will be issued to all persons not in permanent employment on their arrival.
- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix Two. These must be passed to one of the designated staff immediately, followed by a written account – either straight onto CPOMS or in writing.
- Be involved in on going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.

2. The Designated Safeguarding Lead

- The Designated Safeguarding Lead (DSL) is supported by appropriately trained members of the safeguarding team. They are responsible for co-ordinating all child protection within their centre. They are identified on the safeguarding posters displayed at each site.
- The Designated Safeguarding Lead must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision. This will be done through Line Management meetings and individual clinical supervision outside of the centre
- Where the school has concerns about a child, the Designated Safeguarding Lead will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- The Designated Safeguarding Deputies in school are responsible for referring all cases of suspected abuse to Children's Services. The Designated Safeguarding Lead will be available to offer advice and support to DSDs.
Whilst this is our normal practice, as stated in Keeping Children Safe in Education (DfE 2019) any member of staff in the school setting can make a referral.
- The Designated Safeguarding Lead and deputies will liaise with the Head Teacher to inform him or her of issues especially on going enquiries under section 47 of the Children Act 1989 and police investigations.
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who, and when. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation. This is stored centrally on a secure database.

2.2 Training for Designated Safeguarding Staff

The Designated Safeguarding Lead should receive appropriate training carried out *in line with the Sheffield Local Authority advice*, in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff and volunteer has access to and understands The Trust School's Trust child protection policy and procedures, including new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

2.3 Raising Awareness

- The Designated Safeguarding Lead / officers should ensure that The School's Trust policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed **annually** and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

2.4 Child Protection Records

- Child protection files should be held in a locked cabinet with only the DSL or DSD having access.
- When children leave the school it will be ensured that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology will always be retained for audit purposes.
- There is no need to keep copies of the child protection file, apart from the chronology summary and in either of the following instances:
 - Where a child transfers out of area (*the original file should be retained by the school and a copy sent*)
 - Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.
 - Where the destination school is not known, (*the original file should be retained by the school*)
 - Where the child has not attended the nominated school (*the original file should be retained by the school*)
 - There is any on-going legal action (*the original file should be retained by the school and a copy sent*)
- Children records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to will be made and a signature obtained from the receiving school as proof of receipt.
- If a pupil moves from the school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this should be done with a face to face handover wherever possible.
- If sending by post children records should be sent, "Special Delivery", a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth,

where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

- When a Designated Safeguarding Lead/ member of staff resigns their post/ no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the School Principal to ensure that the new post holder is fully conversant with all procedures and case files.
- All Designated Safeguarding Leads receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

Access to files

- A pupil or their nominated representative has the legal right to see their file at any point. This is their right of subject to Access under the Data Protection Act 1998. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

3. The Management Committee

- The Nominated Safeguarding Governor for child protection at the school is Amanda Costello.
- They are responsible for liaising with the DSL and Head Teacher over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- The nominated Safeguarding Governor will support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The designated lead officer and named safeguarding governor are responsible for providing a yearly report to the governing body of child protection activity and completing the annual review child protection monitoring submission to the local authority/SSCB; accurately reflecting the safeguarding arrangements of the school.
- The Management Committee should have child protection training every two years (and within one month of joining as a new governor), on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in safeguarding arrangements.

- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Teacher.

4. Working with parents and other agencies to protect children

4.1 Involving parents / carers

- Parents/carers should be aware that Sheffield Inclusion Centre will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the SSCB procedures and contact Sheffield Safeguarding Hub.
- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents / carers, if the safeguarding team decides that contacting them may increase the risk of significant harm to the child.
- Vehicles for informing parents/carers about our child protection policy are the website, the posters displayed at every site, in leaflets issued to all supply, short term and visiting adults, and in parental review meetings and newsletters.

4.2 Multi-agency work

- We work in partnership with other agencies in the best interests of the children.
- Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.
- We will co-operate with Children's Services where they are conducting child protection enquiries. Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting. Written reports should be submitted on the templates provided (where available) and copies placed in the pupil's child protection file.
- Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.

5. Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

5.1 The Curriculum

- Relevant issues will be addressed through the SEMH curriculum at an age appropriate level. For example, self-esteem, sex and relationship education, e-safety, Child Sexual Exploitation (CSE), and anti-bullying (see Anti Bullying, e-safety and SRE policies).
- British Values will be actively promoted throughout the whole curriculum. Relevant issues will be addressed through assemblies, educational visits, circle time, English, History, Drama, PSHE, Art.

5.2 Other areas of work

- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with an unconditional positive regard, respect and dignity, feel safe, and are listened to.

6. Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or abused others, contact must be made with Children's Social Services if appropriate. Good practice dictates that there should be a co-ordinated multi-agency approach, which would start with a comprehensive and up to date risk assessment; to respond to their needs, which will include parent/carers, early help (where appropriate), youth justice (where appropriate), children's social work service and health.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people that abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

7. A Safer School Culture

Sheffield Inclusion Centre follow the Sheffield Safeguarding advice and guidance with regard to the Whistle Blowing policy which provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

7.1 Safer Recruitment, selection and pre-employment vetting

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education.
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: identity, qualifications, prohibition order and right to work in the UK.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the SSCB.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required.

7.2 Procedures in the event of an allegation against a member of staff or person in school

These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved in a way that indicates s/he is unsuitable to work with children.

Allegations against a member of staff, governor or volunteer.

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualized behavior towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the School Principal immediately. If the complaint involves the schools Head Teacher then the Chair of Governors should be informed and they will inform the LADO.

7.3 Training and Support

All staff members should be aware of systems within school, which support safeguarding, and these will be explained to them as part of our staff induction.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the Senior Leadership Team.

- The Designated Safeguarding Staff will have regular training as provided by SSCB.
- School will ensure all staff including temporary and volunteers receive induction and regular updates and briefings as per KCSIE 2019. All staff are also able to access further training via the SSCB pathway.
- Governors, including the Nominated Governor, attend specific training on their role, updated every year due to the vulnerability of the students.
- Training completed will be recorded by the school.

7.4 Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Sheffield Inclusion Centre recognises that the only purpose of confidentiality in this respect is to benefit the child.

7.5 Children in Specific Circumstances

This school follows the SSCB multi-agency procedures and will where necessary have due regard to the government guidance on the issues listed below via the GOV.UK website: for children in specific circumstances as outlined below.

- Child sexual exploitation (CSE)
- bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

7.6 Children Missing From Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, or mental health problems. The DSL works in liaison with the Assistant Head teacher responsible for monitoring attendance, to identify unauthorised absence and take appropriate action including notifying the local authority. This is particularly the case where children go missing on repeated occasions and/or are absent for significant periods of time. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. To support this, we have a form that parents must fill out prior to any planned absence for their child, which will be investigated where there are concerns around a child's safety.

7.7 Peer on Peer Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault
- sexting, including pressuring another person to send a sexual imagery or video content
- upskirting, typically involving taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm – it is now a criminal offence;
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.
- Child criminal and sexual exploitation – peer on peer abuse can sometime be used to coheres /intimidate another in order to commit a criminal act or financial gain.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them (through initiatives such as the *Healthy Minds* initiative).
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised through a duties rota, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL or DDSL immediately. They will then be investigated and dealt with as follows.

- Information gathering – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- Decide on action – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- Inform parents - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

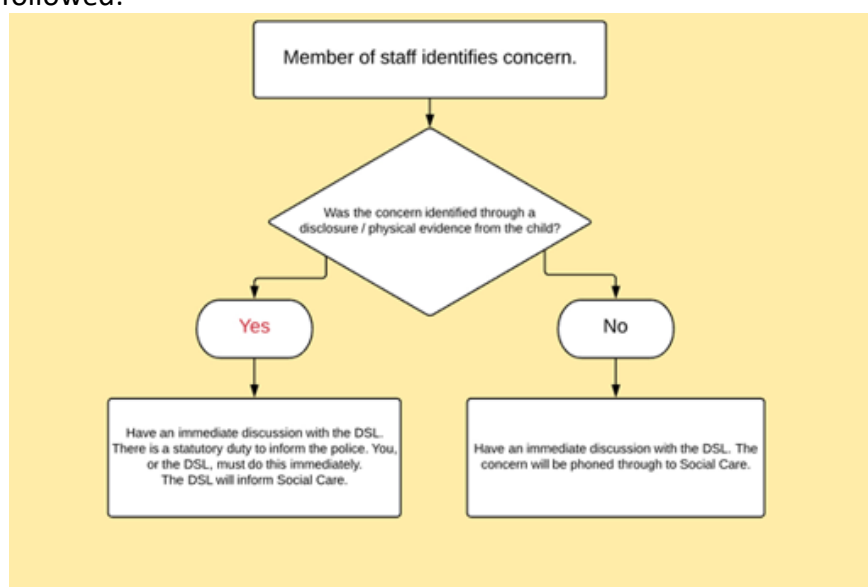
Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2019)*.

Female Genital Mutilation: The Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. From this point teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s Designated Safeguarding Lead and involve children’s social care as appropriate. (*Keeping Children Safe in Education, Sept 2019*)

The following procedures should be followed:



Radicalisation and Extremism: The Mandatory Reporting Duty

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy, it focuses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

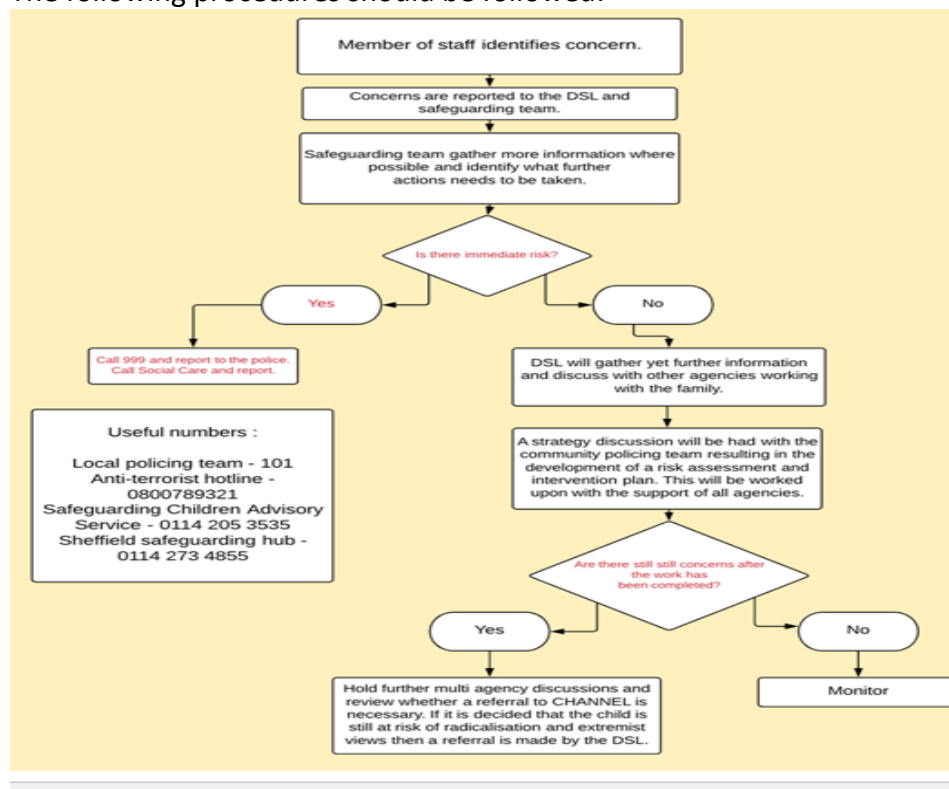
Responding to concerns

If staff are concerned about a change in the behaviour of a pupil or colleague or see something that concerns them they should seek advice appropriately with the Designated Safeguarding Lead, who should contact the Local Authority Prevent Lead.

PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. The Customer Service Team and the PREVENT lead can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available.

The following procedures should be followed:



PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances. A note will be made on the child's account, so that staff know who is responsible for that child

Appendix One

Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2013)

Neglect

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - Protect a child from physical and emotional harm or danger;
 - Ensure adequate supervision (including the use of inadequate care-givers)
 - Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight

Failure to develop intellectually or socially

Neurotic behaviour

Physical abuse

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

Unaccountable covering of limbs, even in hot weather

Fear of going home or parents being contacted

Fear of medical help

Fear of changing for PE

Inexplicable fear of adults or over-compliance

Violence or aggression towards others including bullying

Isolation from peers

Sexual Abuse

Sexual abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse as can other children

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge
Anal or vaginal discharge, soreness or scratching
Reluctance to go home
Inability to concentrate, tiredness
Refusal to communicate.
Thrush, Persistent complaints of stomach disorders or pains
Eating disorders, for example anorexia nervosa and bulimia
Attention seeking behaviour, self mutilation, substance abuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant
Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area.

Emotional abuse

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (*including cyber bullying*), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self deprecation
Delayed physical, mental, emotional development
Sudden speech or sensory disorders
Inappropriate emotional responses, fantasies
Neurotic behaviour: rocking, banging head, regression, tics and twitches
Self harming, drug or solvent abuse

Fear of parents being contacted
Running away
Compulsive stealing
Masturbation, Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child’s means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child’s finances
- Invasive procedures

Appendix Two

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to **Safeguarding Hub** without delay, by the Designated Safeguarding Lead/ officers using the correct procedures as stated in the guidelines.

